

	Rating					
	Not Started	In Progress	Achieved	Maintaining	Evidence	Priority
Evidence Based Curriculum, Instruction, and Intervention						
1. High quality instruction is focused on the achievement of state standards				9/4	All departments have aligned curricula with Indiana standards and identified power standards; department teams created curriculum guides and maps	
2. Instructional practices are used which consider factors (classroom organization, active engagement, access to interesting materials) that may affect student learning		9/4			Teacher evaluations & classroom walk throughs to observe teacher awareness of and response to students', educators', and classroom characteristics; department reviews of and reports on materials	
3. Core reading curriculum addresses the five key components of reading: phonemic awareness, alphabetic principle/phonics, fluency, vocabulary and comprehension (as appropriate given instructional level)				9/4	Curriculum guides and maps that reflect all components as appropriate for instructional level (focus on vocabulary and comprehension at secondary level)	
4. Core math curriculum addresses the four essential domains of math achievement: problem solving, arithmetic skill/fluency, conceptual knowledge/number sense, and reasoning ability (as appropriate given instructional level)				9/4	Curriculum guides and maps that reflect all components as appropriate for instructional level (all essential domains incorporated into curriculum)	
5. Core curriculum established and effective for writing and spelling				9/4	Curriculum guides and maps that reflect all components as appropriate for instructional level	
6. Evidence-based curriculum established and effective for pro-social behavior		9/4			Analysis of discipline referrals; planning to start PBIS training next year	X
7. Core curriculum established and effective for <u>science, social studies, fine arts, health/PE</u> (other)				9/4	Curriculum guides and maps for science, social studies, fine arts, health/PE	

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In progress- The activity occurs approximately 25%-74% of the time

Achieved- The activity occurs approximately 75% to 100% of the time

Maintaining- The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time

	Rating				Evidence	Priority
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Evidence-based Curriculum, Instruction, and Intervention, continued						
8. Instructional practices include frequent teacher modeling and student practice						
- For reading			9/4		Teacher evaluations; classroom walk throughs; lesson plan rubric and review; student interviews; teacher self-evaluation checklist	
- For math			9/4		Teacher evaluations; classroom walk throughs; lesson plan rubric and review; student interviews; teacher self-evaluation checklist	
- For writing			9/4		Teacher evaluations; classroom walk throughs; lesson plan rubric and review; student interviews; teacher self-evaluation checklist	
- For prosocial behavior	9/4				Planning to start PBIS training next year; will start development of prosocial behavior curriculum	X
- For science, social studies, fine arts, health/PE(other)		9/4			Teacher evaluations; classroom walk throughs; lesson plan rubric and review; student interviews; teacher self-evaluation checklist	
9. Instructional practices include immediate reteaching, reinforcement of, and feedback on concepts and skills						
- For reading		9/4			Teacher evaluations; classroom walk throughs; lesson plan review; professional development topics and implementation; student interviews; teacher self-evaluation checklist	
- For math		9/4			Teacher evaluations; classroom walk throughs; lesson plan review; professional development topics and implementation; student interviews; teacher self-evaluation checklist	
- For writing	9/4				Teacher evaluations; classroom walk throughs; lesson plan review; professional development topics and implementation; student interviews; teacher self-evaluation checklist	X
- For prosocial behavior	9/4				Planning to start PBIS training next year; faculty discussions to build consensus	X
- For science, social studies, fine arts, health/PE(other)	9/4				Teacher evaluations; classroom walk throughs; lesson plan review; professional development topics and implementation; student interviews; teacher self-evaluation checklist	X
10. Core curricula taught with fidelity and high quality across all classrooms						

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- In reading		9/4			Teacher evaluations; classroom walk throughs; lesson plan rubric and review; professional development topics and implementation; observation checklist; teacher self-evaluation checklist	X
- In math		9/4			Teacher evaluations; classroom walk throughs; lesson plan rubric and review; professional development topics and implementation; observation checklist; teacher self-evaluation checklist	X
- In writing		9/4			Teacher evaluations; classroom walk throughs; lesson plan rubric and review; professional development topics and implementation; observation checklist; teacher self-evaluation checklist	X
- In prosocial behavior	9/4				Planning to start PBIS training next year; developing implementation fidelity checklist	X
- For <u>science, social studies, fine arts, health/PE</u> (other)		9/4			Teacher evaluations; classroom walk throughs; lesson plan rubric and review; professional development topics and implementation; observation checklist; teacher self-evaluation checklist	X

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Evidence-based Curriculum, Instruction, and Intervention, continued						
11. Range of evidence-based interventions/curricular extensions available to address student needs						
- In reading		9/4			Read Now, Power Up and PassKey implementation; balanced literacy plan; providing professional development on selecting interventions and using data	X
- In math		9/4			Accelerated Math and PassKey implementation; providing professional development on selecting interventions and using data	X
- In writing	9/4				Balanced literacy plan; providing professional development on selecting intervention and using data	X
- In prosocial behavior	9/4				Freshman Success Coach and counselors work with some students to develop coping strategies and problem solving skills; Planning to start PBIS training next year	X
- In science, social studies, fine arts, health/PE(other)	9/4				Providing professional development on selecting interventions and using data	X
12. Use of intensive interventions for individual students with unique needs:						
- In reading		9/4			Read Now, Power Up and PassKey implementation; balanced literacy plan; providing professional development on selecting interventions and using data; supported study labs	X
- In math		9/4			Accelerated Math and PassKey implementation; professional development on selecting interventions and using data; supported study labs	X
- In writing	9/4				Balanced literacy plan; providing professional development on selecting intervention and using data; supported study labs	X
- In prosocial behavior	9/4				Freshman Success Coach and counselors work with some students to develop coping strategies and problem solving skills; planning to start PBIS training next year	X
- In science, social studies, fine arts, health/PE(other)	9/4				Providing professional development on selecting interventions and using data	X
13. School schedule is adjusted to include adequate time for interventions	9/4				Students are locked into 7-period schedule; after school interventions (self-selected); supported study labs	X

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14. Student groups are established to maximize intervention resources and enhance achievement		9/4			Student placement in English and math based on data; teacher evaluations; walk throughs; supported study labs; teacher self-evaluation checklist	X
15. Interventions are written with sufficient detail to support consistent, high quality implementation		9/4			Intervention Plan form and rubric; plans reviewed by student assistant teams	X

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Evidence-based Curriculum, Instruction, and Intervention, continued						
16. Interventions are implemented with fidelity:						
- In reading	9/4				School leadership team with develop a implementation fidelity checklist; teacher self-evaluation checklist	X
- In math	9/4				School leadership team with develop a implementation fidelity checklist; teacher self-evaluation checklist	X
- In writing	9/4				School leadership team with develop a implementation fidelity checklist; teacher self-evaluation checklist	X
- In prosocial behavior	9/4				School leadership team with develop a implementation fidelity checklist; teacher self-evaluation checklist; planning to start PBIS training next year	X
- In _____(other)						
17. Instructional materials/programs are available that meet the needs of all students		9/4			Lesson plan rubric and review; materials review; lexile ranking of materials; student interviews	X
18. Staff are allocated to provide various interventions(flexible staffing across roles)	9/4				Will provide professional development on changing roles and ongoing coaching; job descriptions	X
19. Staff are knowledgeable about the frequency, intensity, and duration of intervention needed to reach goal/desired outcome		9/4			Providing professional development and coaching on interventions and data-based decision making (e.g. 4-point rule)	X

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20. Staff are knowledgeable regarding interpretation of data to drive instruction.			9/4		Providing professional development and coaching on interventions and data-based decision making (universal assessment, CBA, CBM); analysis of universal, summative, and formative assessment data	
Evidence-based Curriculum, Instruction, and Intervention Summary	19	16	4	5		

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